

**THE EFFECT OF PERSON-CENTERED AND RATIONAL EMOTIVE THERAPY
GROUP COUNSELING : A COMPARATIVE STUDY IN CHANGING
SELF-CONCEPT AND ACHIEVEMENT MOTIVATION OF LOW ACHIEVEMENT
SECONDARY SCHOOL STUDENTS IN PATTANI, THAILAND**

SUJAI SUANPHIROTH

**Doctor of Philosophy
UNIVERSITI UTARA MALAYSIA**

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SECONDARY SCHOOL STUDENTS IN PATTANI, THAILAND**

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By

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2009



Kolej Sastera dan Sains
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Abstract

The sample used for this study was limited to the low achievement students in grade 9 comprising 192 secondary school students, randomly assigned into four groups of 48: a group with the person-centered group counseling; the rational emotive group therapy; group with material and group without treatment. Each student received only one type of treatment. A total of eight sessions were attended over a four-week period by the students in the person-centered group counseling and the rational emotive group therapy. The leader of each group facilitated the 8 sessions. Each session lasted 90 minutes; the total time of meeting was 12 hours. After the treatment, all subjects were again tested by the Tennessee Self-Concept Scale and the Achievement Motivation Test. The control group was also tested simultaneously to allow for a comparison to be made as to which method was the most effective. The data before and after the treatment were analyzed using t-test. The statistical procedures using the SPSS/FW program in the data analysis were the one-way analysis of variance (ANOVA). The criterion for significant difference for all analyses was set at .05 to simplify the analysis of effectiveness for the experimental study.

The findings revealed that:

1. the person-centered group counseling and the rational emotive group therapy were not significantly different in the self-concept. Within group comparison showed that the person-centered group counseling was significantly different in the scores of pretest and post test of the self-concept.
2. there was no significant difference in the mean scores of gender in the self-concept of the person-centered group counseling and the rational emotive group therapy.
3. in the person-centered group counseling and the rational emotive group therapy there were significantly different in the achievement motivation. There was significantly different in the scores of pretest and post test of the achievement motivation within group both of the person-centered group counseling and the rational emotive group therapy.
4. there was significant difference in the mean scores of gender in the achievement motivation of the person-centered group counseling and the rational emotive group therapy.

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Dedications

I would like to dedicate this dissertation to my husband: Asst.Prof.Dr.Sucharith Suanphiroth, who has shared everything with me- including the process of this dissertation Also, dedications to children: Sinit Suanphiroth and Thein Suanphiroth who have accompanied me through the process, and have made it meaningful.

To my mother who believes in education.

This dissertation is professionally dedicated to my former supervisor in Thailand: Assoc. Prof. Dr. Soree Phockla of Chulalongkorn University who has inspired me and psychologists

Last but not least to my late father who has been the burning torch in my pursuit of knowledge. In everything we do, we dedicate this to Dad.

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CHAPTER ONE

INTRODUCTION

This chapter focused on the background of study, statement of the problem, significance and usefulness of the study, purpose of study, hypotheses of study, limitations of the study, definition of terms and conceptual framework.

1.1 Background of Study

Currently all over the world, the young generation, especially the adolescents in schools, are facing a multitude of induced problems, resulting in various forms of social problems: adjustment, emotional instability, destructive behaviors, identity crisis, poor self-concept, low self-esteem, low achievement, drug addiction, sexual abuse and many more (Greenberg, 2003).

The middle school years, involving the junior high school students are challenging for the young adolescents. Many children feel isolated in their thoughts, feelings, and personal struggles. Junior high school students feel very unsettled in many areas of their lives. They seek autonomy, they want to be thought of as being mature, yet they easily regress to immature thinking and behaviors. They are inclined to have low self-esteem, also moody and have a strong tendency to blame themselves. This is because they are experiencing both physical and

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